

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

GRADE 1 BALANCED LITERACY: WRITING 2019

(Last revision date: 2018)

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Our core belief is that teachers and students will view themselves as writers and engage in writing on a daily basis in the Grade One Writing Workshop. Teachers will use their own writing as examples for students during the mini-lesson delivered at the beginning of workshop. For the majority of the workshop time, students will be writing independently and building their stamina for writing throughout the school year while the teacher circulates around the room to confer with students individually and in small groups. Students will have writing partners with whom they may also confer. Writers will have a choice of topics and will employ rich mentor texts as references to find examples of how other writers have told a story or written information or opinion-based text. Students will write with a purpose and audience in mind, and each student's Writer's Notebook(s) and Folders will hold evidence of the child's writing across each genre throughout the school year. Writers explore a variety of skills transferable across all genres, including narrative, opinion, and informational writing.

Writers understand the writing process and focus on that process as they work through generating ideas, drafting, rehearsing, revising, and editing. They demonstrate their many drafts by using different colored pens to revise and edit. They realize the importance of the process (the HOW) over the product (the WHAT).

Each day, approximately 45 minutes should be spent on Writing Workshop. (Additionally, approximately 45 minutes daily is to be spent on Reading Workshop, approximately 15 minutes on Interactive Read-Aloud, and approximately 15 minutes on Shared Reading. An additional approximate 25 minutes should be spent daily on Word Study (based on the *Foundations* program).)

COURSE GOALS

The course goals derive from the 2010 Connecticut Core Standards for Literacy. Goals specific to a unit of study are listed in this guide at the beginning of each unit. Many standards recur over the course of the year. The lessons therein encourage student engagement through the writing process so that each student will see himself/herself as a writer and reflect on the processes learned.

COURSE ENDURING UNDERSTANDINGS

Students will understand that:

- they will be responsible for their writing folders and writing supplies.
- they will increase their stamina and volume of writing as the year progresses.
- they will write every day and view themselves as writers.
- they will develop a repertoire of revising and editing strategies.
- they will confer with a partner or partners to reflect on their writing.
- they can utilize craft moves demonstrated in mentor texts and other books they read.
- they will learn to value the celebration of their writing pieces.

COURSE ESSENTIAL QUESTIONS

- Who am I as a writer?
- What are my writing tools?
- How do I get writing ideas that matter to me?
- How do I become a narrative story writer?
- How do I become a persuasive writer?
- How do I become an informational writer?
- Who is my writing audience?
- How do I revise my writing to add details?
- How do I hook my reader?
- How do I edit my writing pieces?
- How do I work with others to improve my writing?
- How do I share my writing with others?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- that writing is a process
- key writing vocabulary: sketch/draw, label, stamina, details, feelings, action, dialogue, small moment, topic, opinion/fact, reason/evidence, transitions, punctuation, beginning, middle, end, mentor text, and publish.

Students will be able to . . .

- write a narrative, informational, and opinion piece.
- provide reasons and/or details to support a main idea in writing.
- use transitional and linking words in writing.
- compose a beginning, middle, and end to a written piece.
- incorporate dialogue, action, and internal thought into written pieces.

WRITING YEAR AT A GLANCE

early September	Setting up / Launching Writing Workshop
mid September – October	<u>Unit 1</u> : Small Moments: Writing with Focus, Detail, and Dialogue
November	<u>Unit 2</u> : Music in Our Hearts: Writing Songs and Poetry
December	<u>Unit 3</u> : Holiday Writing
January – mid February	<u>Unit 4</u> : Informational Writing: Nonfiction Chapter Books
mid February – March	<u>Unit 5</u> : Opinion Writing: Writing Reviews
April – early May	<u>Unit 6</u> : Narrative Writing: From Scenes to Series
mid May – June	<u>Unit 7</u> : Independent Writing Projects across the Genres

UNIT 1

Launching & Small Moments: Writing with Focus, Detail, and Dialogue

Unit Goals

At the completion of this unit, students will:

- compose a small moment and focus on writing with detail, including showing character small actions, dialogue, and internal thinking.
- apply taught strategies to encode words.
- use classroom resources for trick words.
- tell a sequential, small moment story across pages.
- sketch pictures and write words to match.
- use a checklist to edit their story.
- begin to learn about the revision process.
- celebrate one published writing piece.

CCS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CCS.ELA-Literacy.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CCS.ELA-Literacy.W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
CCS.ELA-Literacy.W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write sequence of instructions).
CCS.ELA-Literacy.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
CCS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
CCS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.
CCS.ELA-Literacy.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CCS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
CCS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.1.2.c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
CCS.ELA-Literacy.RF.1.2.d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
CCS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.RF.1.4.a	Read grade-level text with purpose and understanding.
CCS.ELA-Literacy.RF.1.4.b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
CCS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CCS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CCS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.
CCS.ELA-Literacy.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.1.1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CCS.ELA-Literacy.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.1.2.b	Use end punctuation for sentences.
CCS.ELA-Literacy.L.1.2.d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
CCS.ELA-Literacy.L.1.2.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CCS.ELA-Literacy.L.1.5.c	Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).
CCS.ELA-Literacy.L.1.5.d	Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.
CCS.ELA-Literacy.L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).

Unit Essential Questions

- How do I get writing ideas that are important to me?
- How do I become a narrative story writer?
- How do I revise my writing to add details?
- How do I hook my reader?
- How do I edit my writing pieces?
- How do I work with others to improve my writing?

- How do I share my writing with others?

Scope and Sequence

Launching & Small Moments: Writing with Focus, Detail, and Dialogue	
Prior to Unit	<ul style="list-style-type: none"> • Set up your room for Writing Workshop. • Have a meeting area for mini-lessons and a writing center where students will get supplies as needed. • Use the opening days of school to help students become accustomed to the writing routines that they will use throughout the year. This should include introduction to the writing notebooks/folders they will use in your classroom.
Bend I: Writing Small Moment Stories with Independence	
Prior to Lesson 1	<p>Students complete On-Demand Pre-Assessment (45 mins.): <u>Prompt</u>: “I’m really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best small moment story, that you can write. Make this be the story of one time in your life. You might focus on just a scene or two. You’ll have only forty-five minutes to write this true story, so you’ll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing. In your writing make sure you:</p> <ul style="list-style-type: none"> • Make a beginning for your story; • Show what happened in order; • Use details to help readers picture your story; • Make an ending for your story.”
Lesson 1	<u>Session 1</u> : Lives Are Full of Stories to Tell (p. 2)
Lesson 2	<u>Session 2</u> : Planning for Writing: Writers Touch and Tell and Sketch, then Write (p. 11)
Lesson 3	<u>Session 3</u> : Using Pictures to Add On (p. 21)
Lesson 4	<u>Session 4</u> : Stretching Words to Spell Them: Hearing and Recording All Sounds (p. 30)
Lesson 5	<u>Session 5</u> : Zoom In: Focusing on Small Moments (p. 40)
Lesson 6	<u>Session 6</u> : Partnerships and Storytelling (p. 47)

Lesson 7	<u>Session 7</u> : Reading Our Writing like We Read Our Books (p. 56)
Bend II: Bringing Small Moment Stories to Life	
Lesson 8	<u>Session 8</u> : Unfreezing Our Characters and Our Writing (p. 68)
Lesson 9	<u>Session 9</u> : Telling Stories in Itsy-Bitsy Steps (p. 78)
Lesson 10	<u>Session 10</u> : Bringing What’s Inside Out: Making Characters Think and Feel (p. 88)
Lesson 11	<u>Session 11</u> : Using Drama to Bring Stories to Life (p. 97)
Lesson 12	<u>Session 12</u> : Using Familiar Words to Spell New Words (p. 100)
Lesson 13 (can be done during Foundations time, Morning Meeting, or other appropriate time during the day)	<u>Session 13</u> : Capital Letters and End Marks Help Readers (p. 109)
Bend III: Studying Other Writers’ Craft	
Lesson 14	<u>Session 14</u> : Studying a Story to Learn Ways the Author Makes It Special (p. 116)
Lesson 15	<u>Session 15</u> : Trying Out a Craft Move from a Mentor Text: Writing with Exact Actions (p. 124)
Lesson 16	<u>Session 16</u> : Trying Out a Craft Move from a Mentor Text: Working with Pop-Out Words (p. 132)
Lesson 17	<u>Session 17</u> : Turning to Other Mentor Texts (p. 139)
Bend IV: Fixing and Fancying Up Our Best Work	
Lesson 18	<u>Session 18</u> : Using All We Know to Revise (p. 144)
Lesson 19	<u>Session 19</u> : Editing with a Checklist (p. 151)
Lesson 20	<u>Session 20</u> : Making Books Ready for the Library (p. 158)
Lesson 21	<u>Session 21</u> : Celebration (p. 165)

After Lesson 21	<p>Students complete On-Demand Post-Assessment (45 mins.):</p> <p><u>Prompt</u>: “I’m really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best small moment story, that you can write. Make this be the story of one time in your life. You might focus on just a scene or two. You’ll have only forty-five minutes to write this true story, so you’ll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing.</p> <p>In your writing make sure you:</p> <ul style="list-style-type: none"> • Make a beginning for your story; • Show what happened in order; • Use details to help readers picture your story; • Make an ending for your story.”
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Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 1 standards-based report card.

Formative Assessments:

1. On-Demand Writing Sample

Students will write a formative 45-minute, on-demand pre-assessment in the narrative genre. (See “Scope & Sequence” above for exact wording of prompt.) This writing sample will be without instruction or teacher-provided checklists or graphic organizers. The on-demand is used to assess what students can do without help. The student performance rubric is based on the grade 1 narrative writing rubric, which is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. This will help teachers plan for differentiation during the unit.

2. Students’ writing samples should be located in their Writer’s Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

Summative Assessments:

1. Students will choose a story to bring to publication as a summative assessment. The student performance rubric is based on the grade 1 learning progression and is found on the CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills.

2. On-Demand Writing Sample

Students will write a summative 45-minute, on-demand post-assessment in the narrative genre with no additional teacher input. (See “Scope & Sequence” above for exact wording of prompt.) The on-demand is used to assess what students can do without help. The student performance rubric is based on the grade 1 rubric for narrative writing and is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the

student's current level of achievement. Comparing the pre- and post-assessment will demonstrate individual student growth.

3. Writer's Notebook/Folders and published pieces

Resources

Core

- *Launching & Small Moments: Writing with Focus, Detail, and Dialogue* (Grade 1, Unit 1)
- *Night of the Veggie Monster* by George McClements
- *Chrysanthemum* by Kevin Henkes
- Additional mentor texts available in *Making Meaning, Being a Writer*, and classroom/school libraries
- Narrative Writing Checklist
- Exemplar writing piece that represents the work expected of students
- Several versions of booklets
- Note-taking system for conferencing
- Writing Notebooks/Folders
- Writing pens
- CD-ROM included with Units of Study

Supplemental

- *Knuffle Bunny: A Cautionary Tale* by Mo Willems
- *Roller Coaster* by Maria Frazee
- *Oliver Button Is a Sissy* by Tomie dePaola
- *Kitchen Dance* by Maurie J. Manning
- *My Big Brother* by Valorie Fisher
- *Owen's Marshmallow Chick* by Kevin Henkes
- *Lilly's Chocolate Heart* by Kevin Henkes
- *Julius's Candy Corn* by Kevin Henkes

Time Allotment

- mid September – October (including approximately 6 days for work with grammar/conventions using *Write Source*)

UNIT 2

Music in Our Hearts: Writing Songs and Poetry

Unit Goals

At the completion of this unit, students will:

- write poems and songs with a focus on structure.
- experiment with powerful language.
- practice with language and word choice to capture feelings.
- revise through editing.

CCS.ELA-Literacy.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CCS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CCS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.
CCS.ELA-Literacy.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.1.2.b	Use end punctuation for sentences.

CCS.ELA-Literacy.L.1.2.d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
CCS.ELA-Literacy.L.1.2.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CCS.ELA-Literacy.L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
CCS.ELA-Literacy.L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).

Unit Essential Questions

- How can I become a poetry writer?
- How can I use interesting words to show feeling?
- How can I use mentor texts to help me structure my poetry?

Scope and Sequence

Music in Our Hearts: Writing Songs and Poetry	
Prior to Unit	Set up your room’s centers (see pp. 16-29 of the <i>If . . . Then . . . Curriculum</i>). Suggested centers can include: a rhythmic center; a listening center; drawing songs & poems; window watching: looking through the eyes of a poet; and/or a 5 senses center. Introduce the centers (see pp. 20-21 for examples of centers).
Bend I: Immersion in Song-Writing and Poetry: Setting the Stage	
Lesson 1	<u>Focus</u> : Sharing Poems and Songs with a Focus on Structure and Author’s Intention (p. 19) <u>Teaching Point</u> : Many poems have line breaks and spacing: poems do not have to be complete sentences.
Lesson 2	<u>Focus</u> : Continue to Immerse Students in Studying Songs and Poetry (p. 20) <u>Teaching Point</u> : Many poems have line breaks and spacing: poems do not have to be complete sentences.
Bend II: Studying the Rhythm and Voice of Songs to Help Us Write Our Own	
Lesson 3	<u>Focus</u> : Using Familiar Rhythms and Tunes, Students Write Their Own

	<p>Songs (p. 22)</p> <p><u>Teaching Point</u>: Songs can be created from rhythms that we know or make up ourselves.</p>
Lesson 4	<p><u>Focus</u>: Teach Students to Craft Songs that Teach and to Write with Purpose (p. 23)</p> <p><u>Teaching Point</u>: Songs can be created to teach something; examples are the Alphabet song or a number song (e.g., <i>The Ants Go Marching</i>).</p>
Lesson 5	<p><u>Focus</u>: Other Strategies for Song and Poetry Writing (p. 24)</p> <p><u>Teaching Point</u>: Songs can be created from objects that inspire us.</p>
<p>Bend III: Songwriters and Poets Write from the Heart: Writing Meaningful Songs and Poems</p>	
Lesson 6	<p><u>Focus</u>: Poetry Writing about Student-Selected Topics (p. 24)</p> <p><u>Teaching Point</u>: We can generate lists of favorite/important people and/or things and how they make us feel.</p>
Lesson 7	<p><u>Focus</u>: Teaching Poetry with Strong Feelings (p. 25)</p> <p><u>Teaching Point</u>: We can use feelings we have generated to create songs or poems.</p>
Lesson 8	<p><u>Focus</u>: Sharing Writing and Working with Partners for Revision (p. 25)</p> <p><u>Teaching Point</u>: Songs can include expression, gestures, and grand pauses. Revisions can be made after partner sharing so that we can hear what our words sound like when read aloud.</p>
<p>Bend IV: Songwriters and Poets Revise and Write New Songs and Poems</p>	
Lesson 9	<p><u>Focus</u>: Strategies for Listening, Reading, Complimenting, and Questioning (p. 26)</p> <p><u>Teaching Point</u>: Good partners compliment each other, with sentence starters such as “I notice that you tried . . .” or “I see that you . . .” or “Have you tried?”</p>
Lesson 10	<p><u>Focus</u>: Writers Revise through Elaboration, Adding Verse, Making Comparisons, and Thinking about Word Choice (p. 27)</p> <p><u>Teaching Point</u>: Writers revise by adding a verse, making comparisons, and thinking about word choice.</p>
Lesson 11	<p><u>Focus</u>: Getting Students Ready for Publishing with Editing in Mind (p. 28)</p> <p><u>Teaching Point</u>: Writers revise by thinking about words, letters, and</p>

	punctuation.
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Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 1 standards-based report card.

Formative Assessments:

1. Students' writing samples should be located in their Writer's Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

Summative Assessments:

1. Students will choose a poem to bring to publication as a summative assessment. The student performance rubric is based on the grade 1 learning progression and is found on the CD-ROM. The rubric has a point system to inform the teacher of the student's current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills.
2. Writer's Notebook/Folders and published pieces

Resources

Core

- *Music in Our Hearts: Writing Songs and Poetry* (Grade 1, *If/Then Curriculum*)
- *Kids' Poems: Teaching First Graders to Love Writing Poetry* by Regie Routman
- *Sing a Song of Poetry, Grade 1: A Teaching Resource for Phonemic Awareness, Phonics, and Fluency* by Irene Fountas and Gay Su Pinnell
- Poetry Anthologies:
 - Creatures of Earth, Sea, and Sky* by Georgia Heard
 - Little Dog Poems* by Kristine O'Connell George
 - Good Luck Gold and Other Poems* by Janet S. Wong
- Mentor Songs:
 - Take Me Out of the Bathtub and Other Silly Dilly Songs* by Alan Katz
 - The Itsy Bitsy Spider* by Iza Trapani
 - Old Macdonald Songbook* by Jane Yolen
 - Mother Goose Songbook* by Jane Yolen
- Additional mentor texts available in *Making Meaning, Being a Writer*, and classroom/school libraries
- Exemplar writing piece that represents the work expected of students
- Several versions of booklets
- Note-taking system for conferencing
- Writing Notebooks/Folders
- Writing pens
- CD-ROM included with Units of Study

Time Allotment

- November

UNIT 3 Holiday Writing

Unit Goals

At the completion of this unit, students will:

- research a favorite holiday.
- revisit their writing to self-assess and revise.
- learn to organize their information to include naming their topics, giving facts, and providing a sense of closure.
- participate in collaborative conversations with partners.
- edit their pieces.
- share their work with an audience.

CCS.ELA-Literacy.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
CCS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and some sense of closure.
CCS.ELA-Literacy.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
CCS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

Scope and Sequence

- Gather books and/or digital resources about different holidays around the world. Chart some facts about different holidays or traditions. Elicit student responses.
- Students can choose a favorite holiday and write facts they have learned about that holiday, or write about a tradition of their families.

Suggested Countries to Visit	Suggested Holidays to Read About
Africa	Kwanzaa
China	Chinese New Year
Germany	St. Nicholas Day
India	Diwali
Israel	Hanukkah
Mexico	Las Posadas
North America	Christmas
Spain	Three Kings' Day
Sweden	St. Lucia

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

Formative Assessments:

- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students' jottings on Post-it notes

Resources

Core

- Note-taking system for conferencing
- Reader's Notebook or Folder

Supplemental

- Chinese New Year
 - *Ruby's Chinese New Year* by Vickie Lee
 - *Bringing in the New Year* by Grace Lin
 - *Chinese New Year* by David F. Marx
 - *Lion Dancer: Ernie Wan's Chinese New Year* by Kate Waters and Madeline Slovenz-Low
 - PebbleGo articles
- Christmas
 - *Christmas around the World* by Mary D. Lankford
 - PebbleGo articles

- Diwali
 - PebbleGo articles
- Hanukkah
 - *The Story of Hanukkah* by David A. Adler
 - PebbleGo articles
- Kwanzaa
 - *K Is for Kwanzaa* by Juwanda Ford and Ken Wilson-Max
 - *The Children’s Book of Kwanzaa: A Guide to Celebrating the Holiday* by Dolores Johnson
 - PebbleGo articles
- Las Posadas
 - *The Night of Las Posadas* by Tomie dePaola
- Ramadan
 - *Max Celebrates Ramadan* by Adria F. Worsham
 - PebbleGo articles
- St. Lucia
 - PebbleGo articles
- St. Nicholas Day
 - *Saint Nicholas* by Ida Bohatta
- Three Kings’ Day
 - *The Story of the Three Wise Kings* by Tomie dePaola
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

Time Allotment

- December

UNIT 4

Informational Writing: Nonfiction Chapter Books

Unit Goals

At the completion of this unit, students will:

- write lots of information books about lots of different topics.
- learn to write information in a chapter book format.
- revisit their writing to self-assess and revise.
- learn to organize their information to include naming their topic, giving facts, and providing a sense of closure.
- participate in collaborative conversations with partners.
- study mentor texts and try out techniques in those texts.
- edit their pieces.
- share their work with an audience.

CCS.ELA-Literacy.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
CCS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CCS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CCS.ELA-Literacy.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CCS.ELA-Literacy.W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
CCS.ELA-Literacy.W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
CCS.ELA-Literacy.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CCS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
CCS.ELA-Literacy.RI.1.2	Identify the main topic and retell key details of a text.
CCS.ELA-Literacy.RI.1.4	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
CCS.ELA-Literacy.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
CCS.ELA-Literacy.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CCS.ELA-Literacy.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
CCS.ELA-Literacy.RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
CCS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.1.2.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CCS.ELA-Literacy.RF.1.2.c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
CCS.ELA-Literacy.RF.1.2.d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
CCS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.

CCS.ELA-Literacy.RF.1.4.a	Read grade-level text with purpose and understanding.
CCS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CCS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CCS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.
CCS.ELA-Literacy.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.1.1.a	Print all upper- and lowercase letters.
CCS.ELA-Literacy.L.1.1.d	Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).
CCS.ELA-Literacy.L.1.1.g	Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).
CCS.ELA-Literacy.L.1.1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CCS.ELA-Literacy.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.1.2.b	Use end punctuation for sentences.
CCS.ELA-Literacy.L.1.2.c	Use commas in dates and to separate single words in a series.

CCS.ELA-Literacy.L.1.2.d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
CCS.ELA-Literacy.L.1.2.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CCS.ELA-Literacy.L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
CCS.ELA-Literacy.L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
CCS.ELA-Literacy.L.1.5.a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
CCS.ELA-Literacy.L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).

Unit Essential Questions

- How do I write an informational book to teach about my topic?
- How do I use mentor texts to emulate informational writing?
- How do I write information in a chapter book format?
- How do I write a piece where I name my topic, give facts, and provide closure?
- How do I revise, edit, and publish my piece for celebration?

Scope and Sequence

Informational Writing: Nonfiction Chapter Books	
Prior to Lesson 1	<p>Students complete On-Demand Pre-Assessment (45 mins.):</p> <p><u>Prompt</u>: “Think of a topic that you know a lot about. You will have forty-five minutes to write an informational piece that teaches others interesting and important information about your topic. Keep in mind that you’ll have only forty-five minutes to complete this. You will need to plan, draft, revise, and edit in one sitting. Write in a way that shows all that you know about information writing.</p> <p>In your writing make sure you:</p> <ul style="list-style-type: none"> • Introduce the topic you will teach about;

	<ul style="list-style-type: none"> • Include lots of information; • Organize your writing; • Use transition words; • Write an ending.”
Bend I: Writing Teaching Books with Independence	
Lesson 1	<u>Session 1</u> : Writers Get Ready to Write by Teaching All About a Topic (p. 2) <u>Note</u> : Use <i>The Important Book</i> as a mentor text for how to introduce a topic.
Lesson 2	<u>Session 2</u> : Writers Tell Information across Their Fingers, Sketch, then Write (p. 12)
Lesson 3	<u>Session 3</u> : Writers Keep Readers in Mind, Writing to Answer Their Questions (p. 21)
Lesson 4	<u>Session 4</u> : Nonfiction Writers Teach with Picture as Well as Words (p. 29)
Lesson 5	<u>Session 5</u> : Being Brave Enough to Spell Domain-Specific Words (Spelling Fancy Words) (p. 37)
Lesson 6	<u>Session 6</u> : Nonfiction Writers Use Readers to Help Them Add and Subtract (p. 46)
Lesson 7	<u>Session 7</u> : Taking Stock: Self-Assessing and Setting Goals (p. 52) <u>Note</u> : You will want your own piece with errors to use with the checklist. Refer to the <i>Teachers’ Toolkit</i> Checklist, Structure & Development.
Lesson 8	<u>Session 8</u> : Editing: Spelling, Capitals, and Punctuation (p. 60)
Bend II: Nonfiction Writers Can Write Chapter Books!	
Lesson 9	<u>Session 9</u> : Writing Tables of Contents (p. 64)
Lesson 10	<u>Session 10</u> : Planning and Writing Chapters While Resolving to Get Better (p. 72)
Lesson 11	<u>Session 11</u> : Writers Write with Details and Help Readers Picture the Details by Using Comparisons (p. 78)
Lesson 12	<u>Session 12</u> : Different Kinds of Writing in Teaching Books: Chapters Can Contain How-To Writing, Persuasive Writing, and Stories

	<u>Note</u> : For upcoming Lesson 17 (a little over a week from now), children will need photos from home for their topic. You may want to tell children now or in the next few days so they have time to accomplish bringing in the photos.
Lesson 13	<u>Session 13, Day 1</u> : Introductions and Conclusions (p. 91)
Lesson 14	<u>Session 13, Day 2</u> : Introductions and Conclusions (p. 91) <u>Note</u> : The focus today should be the mid-workshop teaching point: conclusions.
Lesson 15	<u>Session 14</u> : Fix Up Writing by Pretending to Be a Reader (p. 94)
Bend III: Writing Chapter Books with Greater Independence	
Lesson 16	<u>Session 15</u> : Writers Use All They Know to Plan for New Chapter Books (p. 104) <u>Note</u> : For upcoming Lesson 17 (<i>tomorrow!</i>), children will need photos from home for their topic.
Lesson 17	<u>Session 16</u> : Writers Do Research, Like Finding Images or Photos, to Help Them Say More (p. 112)
Lesson 18	<u>Session 17</u> : Editing “On the Go”: Varying End Punctuation to Bring Out a Teaching Book’s Meaning (p. 119)
Lesson 19	<u>Session 18</u> : Using Craft Moves Learned in <i>Small Moments</i> : Pop-Out Words and Speech Bubbles (p. 127)
Lesson 20	<u>Session 19</u> : Editing Step by Step (p. 133) <u>Note</u> : The focus today should be “fancying up.”
Lesson 21	<u>Session 20</u> : A Final Celebration: A Letter to Teachers (p. 138)
After Lesson 21	Students complete On-Demand Post-Assessment (45 mins.): <u>Prompt</u> : “Think of a topic that you know a lot about. You will have forty-five minutes to write an informational piece that teaches others interesting and important information about your topic. Keep in mind that you’ll have only forty-five minutes to complete this. You will need to plan, draft, revise, and edit in one sitting. Write in a way that shows all that you know about information writing. In your writing make sure you: • Introduce the topic you will teach about;

	<ul style="list-style-type: none"> • Include lots of information; • Organize your writing; • Use transition words; • Write an ending.”
After Unit: Supplemental	In Social Studies, when students learn about holidays, they can write a nonfiction piece about a favorite holiday or tradition.

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

Formative Assessments:

1. On-Demand Writing Sample

Students will write a summative 45-minute, on-demand pre-assessment in the informational writing genre with no additional teacher input. (See “Scope & Sequence” above for exact wording of prompt.) The on-demand is used to assess what students can do without help. The student performance rubric is based on the grade 1 rubric for informational writing and is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. This will help teachers plan for differentiation during the unit.

2. Students’ writing samples should be located in their Writer’s Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

Summative Assessments:

1. Students will choose a piece to bring to publication as a summative assessment. The student performance rubric is based on the grade 1 learning progression and is found on the CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills.

2. On-Demand Writing Sample

Students will write a summative 45-minute, on-demand post-assessment in the informational writing genre with no additional teacher input. (See “Scope & Sequence” above for exact wording of prompt.) The on-demand is used to assess what students can do without help. The student performance rubric is based on the grade 1 rubric for informational writing and is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. Comparing the pre- and post-assessment will demonstrate individual student growth.

3. Writer’s Notebook/Folders and published pieces

Resources

Core

- *Informational Writing: Nonfiction Chapter Books* (Grade 1, Unit 2)
- *Sharks!* by Anne Schreiber
- *Animal Families* by DK Publishing
- *Star Wars: Spaceships* by Scholastic
- *Trucks!* by Will Mara
- *Night of the Veggie Monster* by George McClements
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries; consider having the following books available in a basket for students to reference:
 - *Bugs! Bugs! Bugs!* by Jennifer Dussling
 - *My Football Book* by Gail Gibbons
 - *Star Wars: R2-D2 and Friends* by Simon Beecroft
 - *The Story of Chocolate* by Caryn Jenner
 - *Invaders from Outer Space* by Philip Brooks
- Informational Writing Checklist
- Exemplar writing piece that represents the work expected of students
- Several versions of booklets
- Note-taking system for conferencing
- Writing Notebooks/Folders
- Writing pens
- CD-ROM included with Units of Study

Time Allotment

- January – mid February (including approximately 5 days for work with grammar/conventions using *Write Source*)

UNIT 5

Opinion Writing: Writing Reviews

Unit Goals

At the completion of this unit, students will:

- make and defend important decisions.
- learn to write their judgments and their reasons for those judgments.
- write a review to share their opinions.
- learn to organize their reasons.
- supply details to support their reasons.
- supply a sense of closure (purposeful ending) to their writing pieces.
- participate in collaborative conversations with partners.
- study mentor texts and try out techniques in those texts.
- use editing checklists to support editing and revising.
- share their work with an audience.

CCS.ELA-Literacy.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
CCS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CCS.ELA-Literacy.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CCS.ELA-Literacy.W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
CCS.ELA-Literacy.W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
CCS.ELA-Literacy.W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.
CCS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.

CCS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.
CCS.ELA-Literacy.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CCS.ELA-Literacy.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
CCS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
CCS.ELA-Literacy.RI.1.8	Identify the reasons an author gives to support points in a text.
CCS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CCS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.
CCS.ELA-Literacy.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.1.1.d	Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).
CCS.ELA-Literacy.L.1.1.g	Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).
CCS.ELA-Literacy.L.1.1.j	Produce and expand complete simple and compound declarative, interrogative, and exclamatory sentences in response to prompts.
CCS.ELA-Literacy.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.1.2.b	Use end punctuation for sentences.
CCS.ELA-Literacy.L.1.2.d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
CCS.ELA-Literacy.L.1.2.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CCS.ELA-Literacy.L.1.5.a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
CCS.ELA-Literacy.L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).
CCS.ELA-Literacy.L.2.1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).

Unit Essential Questions

- How do I form an opinion about something?
- How do I write a review to share my opinion?
- How do I use mentor texts to emulate opinion writing?

- How can I organize my opinion writing to include an opinion statement, supporting reasons, and a sense of closure?
- How do I revise, edit, and publish my piece for celebration?

Scope and Sequence

Opinion Writing: Writing Reviews	
Prior to Lesson 1	<p>Students complete On-Demand Pre-Assessment (45 mins.):</p> <p><u>Prompt</u>: “Think of something that you know and care about, something about which you have strong feelings. You have forty-five minutes to write your opinion and support it with reasons and examples to explain why you feel that way. When you do this, think about everything you know about writing. Please remember that you will have forty-five minutes to complete this, so you will need to plan, draft, revise, and edit in one sitting.</p> <p>In your writing make sure you:</p> <ul style="list-style-type: none"> • Name your opinion; • Give reasons and evidence or examples to explain why you have that opinion; • Write an ending.”
Bend I: Best in Show: Judging Our Collections	
Lesson 1	<u>Session 1</u> : People Collect Things and Write Opinions about Their Collections (p. 2)
Lesson 2	<u>Session 2</u> : Explaining Judgments in Convincing Ways (p. 11)
Lesson 3	<u>Session 3</u> : “How Do I Write This Kind of Writing Well?” (p. 20)
Lesson 4	<u>Session 4</u> : Opinion Writers Expect Disagreement (p. 29)
Lesson 5	<u>Session 5</u> : Awarding Booby Prizes for More Practice – and More Fun (p. 36) <u>Note</u> : Consider using the worst season or the worst type of weather.
Lesson 6	<u>Session 6</u> : Bolstering Arguments (p. 40)
Lesson 7	<u>Session 7</u> : Editing and Publishing: Making Writing “Best in Show”! (p. 47) <u>Note</u> : Students should choose the writing they like the best.
Bend II: Writing Persuasive Reviews	
Lesson 8	<u>Session 8</u> : Writing Reviews to Persuade Others (p. 56)

Lesson 9	<u>Session 9</u> : Talking Right to Readers (p. 66)
Lesson 10	<u>Session 10</u> : Making Comparisons in Writing (p. 75)
Lesson 11	<u>Session 11</u> : Hook Your Reader (Writing Catchy Introductions and Conclusions) (p. 82)
Lesson 12	<u>Session 12</u> : Partners Work Together to Give Writing Checkups! (p. 91)
Lesson 13	<u>Session 13</u> : Making Anthologies (A Celebration) (p. 100)
Bend III: Writing Persuasive Book Reviews	
Lesson 14	<u>Session 14</u> : Using All You Know to Write Book Reviews (p. 106)
Lesson 15	<u>Session 15</u> : Don't Spill the Beans! (Giving Sneak Peak Summaries) (p. 114)
Lesson 16	<u>Session 16</u> : Not Too Long, Not Too Short! (Using Conjunctions) (p. 123)
Lesson 17	<u>Session 17</u> : Review a Review? (Making Sure Reviews Are Brim Full of the Best Work!) (p. 132)
Lesson 18	<u>Session 18</u> : Book Review Talks (A <i>Reading Rainbow</i> -Style Celebration) (p. 142)
After Lesson 18	<p>Students complete On-Demand Post-Assessment (45 mins.):</p> <p><u>Prompt</u>: "Think of something that you know and care about, something about which you have strong feelings. You have forty-five minutes to write your opinion and support it with reasons and examples to explain why you feel that way. When you do this, think about everything you know about writing. Please remember that you will have forty-five minutes to complete this, so you will need to plan, draft, revise, and edit in one sitting.</p> <p>In your writing make sure you:</p> <ul style="list-style-type: none"> • Name your opinion; • Give reasons and evidence or examples to explain why you have that opinion; • Write an ending."

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:

1. On-Demand Writing Sample

Students will write a formative 45-minute, on-demand pre-assessment in the persuasive/opinion writing genre. (See “Scope & Sequence” above for exact wording of prompt.) This writing sample will be without instruction or teacher-provided checklists or graphic organizers. The on-demand is used to assess what students can do without help. The student performance rubric is based on the grade 1 persuasive/opinion writing rubric, which is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. This will help teachers plan for differentiation during the unit.

2. Students’ writing samples should be located in their Writer’s Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

Summative Assessments:

1. Students will choose a piece to bring to publication as a summative assessment. The student performance rubric is based on the grade 1 learning progression and is found on the CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills.

2. On-Demand Writing Sample

Students will write a summative 45-minute, on-demand post-assessment in the persuasive/opinion writing genre with no additional teacher input. (See “Scope & Sequence” above for exact wording of prompt.) The on-demand is used to assess what students can do without help. The student performance rubric is based on the grade 1 rubric for persuasive/opinion writing and is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. Comparing the pre- and post-assessment will demonstrate individual student growth.

3. Writer’s Notebook/Folders and published pieces

Resources

Core

- *Opinion Writing: Writing Reviews* (Grade 1, Unit 3)
- *Earrings!* by Judith Viorst
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries
- Opinion Writing Checklist
- Exemplar writing piece that represents the work expected of students
- Several versions of booklets
- Note-taking system for conferencing
- Writing Notebooks/Folders
- Writing pens
- CD-ROM included with Units of Study

Supplemental

- *Pigeon* books by Mo Willems
- *A Pet for Petunia* by Paul Schmid
- *Goldilocks and the Three Bears* by James Marshall

Time Allotment

Approximately 36 days

- mid February – March (including approximately 16 days for work with grammar/conventions using *Write Source*; supplemental opinion piece based on a favorite winter activity)

UNIT 6

Narrative Writing: From Scenes to Series

Unit Goals

At the completion of this unit, students will:

- create a pretend character for a series of realistic fiction stories.
- elaborate character, setting, or event in their writing with each booklet story.
- work effectively with writing partners to speak and listen as they read and write their booklet stories.
- develop first-grade conventions including capitalization, punctuation, and conventional spelling.

CCS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CCS.ELA-Literacy.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CCS.ELA-Literacy.W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
CCS.ELA-Literacy.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
CCS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
CCS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.
CCS.ELA-Literacy.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CCS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
CCS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
CCS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.
CCS.ELA-Literacy.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CCS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CCS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CCS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.
CCS.ELA-Literacy.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.1.1.g	Use frequently occurring conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i>).
CCS.ELA-Literacy.L.1.1.j	Produce and expand complete simple and compound declarative, interrogatory, and exclamatory sentences in response to prompts.
CCS.ELA-Literacy.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.1.2.a	Capitalize dates and names of people.
CCS.ELA-Literacy.L.1.2.b	Use end punctuation for sentences.
CCS.ELA-Literacy.L.1.2.d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
CCS.ELA-Literacy.L.1.2.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CCS.ELA-Literacy.L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
CCS.ELA-Literacy.L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).

Unit Essential Questions

- How do I become a narrative story (realistic fiction) writer?
- Who is my writing audience?
- How do I revise my writing to add details?
- How do I work with others to improve my writing?
- How do I share my writing with others?

Scope and Sequence

Narrative Writing: From Scenes to Series	
Prior to Lesson 1	<i>There is no pre-assessment, as you have information from the narrative post-assessment from Unit 1. However, there <u>will</u> be a post-assessment for this fictional unit.</i>

Bend I: Fiction Writers Set Out to Write Realistic Fiction!	
Lesson 1	<u>Session 1</u> : Serious Fiction Writers Do Some Serious Pretending (p. 2)
Lesson 2	<u>Session 2</u> : Writers Develop a “Can-Do,” Independent Attitude (p. 11)
Lesson 3	<u>Session 3</u> : Writers Learn to Get Their Characters Out of Trouble (p. 21)
Lesson 4	<u>Session 4</u> : Serious Writers Get Serious about Spelling (p. 30)
Lesson 5	<u>Session 5</u> : Taking Stock: Writers Use Checklists to Set Goals (p. 38)
Bend II: Fiction Writers Set Out to Write Series	
Lesson 6	<u>Session 6</u> : Series Writers Always Have a Lot to Write About (p. 48)
Lesson 7	<u>Session 7</u> : Introducing Your Character in Book One of a Series: What Does Your Reader Want to Know? (p. 59)
Lesson 8	<u>Session 8</u> : Writers Develop Their Dialogue (p. 69)
Lesson 9	<u>Session 9</u> : Saddle Up to the Revision Party – And Bring Your Favorite Writer (p. 73)
Lesson 10	<u>Session 10</u> : Celebrating Our First Series (p. 82)
Bend III: Becoming More Powerful at Realistic Fiction: Studying the Genre and Studying Ourselves as Writers	
Lesson 11	<u>Session 11</u> : Series Writers Investigate What Makes Realistic Fiction Realistic (p. 88)
Lesson 12	<u>Session 12</u> : Writers “Show, Not Tell” by Focusing on Tiny Realistic Details (p. 96)
Lesson 13	<u>Session 13</u> : Fiction Writers Include Chapters: Writing a Beginning, Middle, and End (p. 105)
Lesson 14	<u>Session 14</u> : Patterns Help Writers Elaborate (p. 115)
Lesson 15	<u>Session 15</u> : Writers Use Their Superpowers to Work with Greater Independence (p. 124)
Bend IV: Getting Ready to Publish Our Second Series	

Lesson 16	<u>Session 16</u> : Punctuation Parties (p. 132)
Lesson 17	<u>Session 17</u> : Writers Use Illustrations to Tell Important Details (p. 141)
Lesson 18	<u>Session 18</u> : “Meet the Author” (p. 149)
Lesson 19	<u>Session 19</u> : Getting Ready for the Final Celebration (p. 155)
Lesson 20	<u>Session 20</u> : A Celebration of Series Writers: The Grand Finale! (p. 157)
After Lesson 20	<p>Students complete On-Demand Post-Assessment (45 mins.): <u>Prompt</u>: “I’m really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best narrative, the best small moment story, that you can write. You might focus on just a scene or two. You’ll have only forty-five minutes to write this story, so you’ll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing.</p> <p>In your writing make sure you:</p> <ul style="list-style-type: none"> • Make a beginning for your story; • Show what happened in order; • Use details to help readers picture your story; • Make an ending for your story.”

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:

1. Students’ writing samples should be located in their Writer’s Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

Summative Assessments:

1. Students will choose a story to bring to publication as a summative assessment. The student performance rubric is based on the grade 1 learning progression and is found on the CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills.
2. On-Demand Writing Sample
Students will write a summative 45-minute, on-demand post-assessment in the narrative genre with no additional teacher input. (See “Scope & Sequence” above for exact wording of prompt.) The on-demand is used to assess what students can do without help. The student

performance rubric is based on the grade 1 rubric for narrative writing and is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student's current level of achievement. Comparing the previous unit's narrative post-assessment to this one will demonstrate individual student growth.

3. Writer's Notebook/Folders and published pieces

Resources

Core

- *Narrative Writing: From Scenes to Series* (Grade 1, Unit 4)
- A few books from a series, such as *Henry and Mudge*, *Little Bill*, *Frog and Toad*, or *Max and Ruby*
- *Henry and Mudge and the Happy Cat* by Cynthia Rylant
- *Puppy Mudge* by Cynthia Rylant
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries
- Narrative Writing Checklist
- Exemplar writing piece that represents the work expected of students
- Several versions of booklets
- Note-taking system for conferencing
- Writing Notebooks/Folders
- Writing pens
- CD-ROM included with Units of Study

Time Allotment

- April – early May (including approximately 7 days for work with grammar/conventions using *Write Source*)

UNIT 7

Independent Writing Projects across the Genres

Unit Goals

At the completion of this unit, students will:

- understand the purpose of writing for different audiences.
- understand the purpose of their message.
- choose a genre that best communicates their message.

CCS.ELA-Literacy.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
CCS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and some sense of closure.
CCS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CCS.ELA-Literacy.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CCS.ELA-Literacy.W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
CCS.ELA-Literacy.RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Scope and Sequence

Independent Writing Projects across the Genres	
Bend I: Getting Started with Writing Projects in a Range of Genres: Generating Ideas, Planning, and Drafting	
Lessons 1-5	Students will get started with writing projects in a range of genres: generating ideas, planning, and drafting. Each student will decide in which

	genre he/she will write and what his/her topic will be. Students will plan with peers and begin to draft. This will likely take one week.
Bend II: Lifting the Quality of Writing	
Lessons 6-10	Each student will focus on qualities of good writing for the genre he/she has chosen. Students will use partners, revise, and edit. We will encourage flexibility in genre choice, such as if a student wishes to add poetry or a song to his/her opinion piece. This will likely take one week.
Bend III: Using Mentor Texts as Our Personal Writing Teachers	
Lessons 11-15	Students will consult mentor texts to further strengthen their writing. They will study those texts, choosing what they may want to emulate in their own writing. This will likely take one week.
Bend IV: Preparing for Publication & Celebration	
After Lesson 15	This may take more than one day as your final writing celebration of the year!

Assured Assessments

Student performance on the following assessment will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:

1. Students' writing samples should be located in their Writer's Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

Summative Assessments:

1. Students will choose a piece to bring to publication as a summative assessment. The student performance rubric is based on the grade 1 learning progression and is found on the CD-ROM. The rubric has a point system to inform the teacher of the student's current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills.
2. Writer's Notebook/Folders and published pieces

Resources

Core

- *Independent Writing Projects across the Genres* (Grade 1, *If/Then Curriculum*)
- *Night of the Veggie Monster* by George McClements
- *Henry and Mudge and the Happy Cat* by Cynthia Rylant
- *Sharks!* by Anne Schreiber
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries
- Writing Checklist
- Several versions of booklets
- Note-taking system for conferencing
- Writing Notebooks/Folders
- Writing pens
- CD-ROM included with Units of Study

Time Allotment

- mid May – June

CURRENT REFERENCE

Calkins, Lucy. *Units of Study in Opinion, Information, and Narrative Writing*. Portsmouth, NH: Heinemann. 2013. Print.

ASSURED STUDENT PERFORMANCE RUBRICS

- Refer to *Units of Study* CD-ROM or *Writing Pathways*